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After The War—What?

America's Great Opportunity
Educationally

Up-to-Date
Scientific Elementary Education
OR
Antiquated *Tommyrot*—
Which?

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ANNOUNCEMENT TO THE PUBLIC

The author has been an accountant, attorney, jobber and a life-long student, and has given up his profession and his business career, and has made a twenty years' original investigation of "The Human Speech Sounds," "Roman Script," "The Simplification of English Spelling," and "The Universal Alphabet."

The human speech sounds have been studied for over 2000 years; 500 million Europeans write in Roman script and it has been taught in their schools for centuries; scientists, educators and great learned societies have tried for over a generation to simplify the spelling and to devise a universal alphabet;—and what are the present states of these elementary educational subjects?

Five English dictionaries give from 49 to 99, and A. J. Ellis, the great English phonetician, gives 273 different sounds in the English language. Schools teach a writing (form) that has a mean directionality (slant) that is five degrees nearer horizontal than vertical; that compels the writer to write and the reader to read 33 per cent superfluous length of lines that does not fit but injures the sight; and that does not correspond with correct movement; and, inversely the movement taught is not adapted for handwriting. And as the underlying principles of the simplification of the spelling and of the universal alphabet have not heretofore been investigated, all the solutions of these two problems, advanced to date, have simply been undigested absurdities.

As this is the age of intensive discoveries, the solutions of the problems could be expected; but, as such things cannot be worked out at committee meetings and champagne dinners, some one had to devote the necessary time to their investigation.

(Continued on Last Inside Cover)

After The War—What?

America's Great Opportunity Educationally.

The world war will bring on a new order of things—new conditions to which the world must adjust itself; and as the United States entered the war in the interest of humanity, the world looks to the United States for the betterment of world affairs.

As the greatest thing in this world is man and the greatest thing in man is his mind, nothing can be of more importance than education—the *development* of the human mind. But education is now very crude at its foundation—the world needs *scientific elementary education*. Consider:—

1st. *The Alphabet*. Education begins with the alphabet—every one learns the a b c. But the world has now only an antiquated *half-alphabet*, crudely gotten up when the world knew no better than to plow with a forked stick, to sow by hand, to reap with a sickle, and to thresh with a flail. The human speech sounds, their literal representations, and the office of the alphabet in the then future, great educational system, were not understood. Our present alphabet, therefore, contains only 26 letters to represent nearly twice as many speech sounds; five vowel letters represent 18 vowel sounds; nine consonant sounds have no letters; one letter has no sound of its own; one letter represents two, different combinations of two sounds, each of which also has its own letter;

not one vowel letter is named after the sound it mostly represents; and the names of five consonant letters do not even contain their own sounds.

To be complete, to suit all nations and all languages, and to serve its plenary purpose in the world's great educational system, the alphabet *must* contain a letter for each of the 43, speech sounds in the human voice—in the world's 3424 languages; and the letters must be correctly named so that children when learning the alphabet will thereby also learn the 43 speech sounds, the letter by which each sound is represented, and the sound value of each letter. The alphabet that contains these requirements is that which the factors, that have evolved in the process of nature, logically conspire to produce; and that alphabet, the author has found by a twenty years' original investigation of the situation, is the Universal Alphabet as announced. All the fault in our reading and spelling grows out of our antiquated, half-complete alphabet.

2nd. *Correct Pronunciation.* The vehicle of speech is sound; and that this may be intelligible, the organs of speech of all mankind—lips, teeth, tongue, larynx, etc.—are alike, and utter sounds that are alike. But although the human speech sounds have been studied for over 2,000 years they are not understood; for five English dictionaries give from 49 to 99, and A. J. Ellis, the great English phonetician, gives 273, different sounds in the English language, whereas the author's investigation shows that there are only 43 different speech sounds in the human voice.

The 43 speech sounds consist of tone forms and noise forms—vowels and consonants. In the vowels, the breath, as it comes up from the lungs is vocalized by the larynx into a crude tone like the cooing of a pigeon, then as such crude tone

passes out through the mouth, it is focalized upon certain spots—lips, teeth, gums, etc.,—as resonance centers, each of which because of its different, anatomic formation—muscle, bone, cartilage, etc.,—imparts so peculiar a resonance to the crude tone as to convert it into the characteristic vowel. As there are only eight such resonance centers, there are only eight, different class vowels, the ē, ā, ä, ō, u—â, û, ü; then each of the eight varied into a long and a short, into ē-ī, ā-ě, ä-ö, etc.;—thus producing 16, *different*, vowel sounds.

In the consonants the breath is not vocalized but is expelled by different kinds of pressure—chest, mouth and diaphragmatic—that differentiate the breath into the three different kinds of consonants,—monosounds, sonants, and surds,—as the m, b-p; then the tongue, together with the lips, the teeth, the gums, etc., modified each of such three, different breath streams into explodents, fricatives, sibilants, etc., as the surd into p, f, s, etc., and thus produced 27 different consonant sounds. Finally, to adapt the sounds of different organic formations to connect fluently, each of the 17 elastic consonants varied into two (the r into three) and each vowel into three *forms*, thus reaching the limit of audible distinction. The work describes the organically correct formation of the speech sounds and exemplifies their physiologically correct pronunciations, and thus establishes The Standard of Pronunciation for the world. The pronunciation of our language should be scientifically and uniformly taught in our schools so as to cement our diverse population into a homogeneous citizenry.

3rd. *Writing*. As the letters are made by hand, as they are perceived by the sight, and as they are regular forms, Roman script has evolved in the process of nature in conformity with the principles of movement, vision and geometry; but as all the

great teachers of writing have been pen-artists, not analysts, handwriting has not heretofore been scientifically analyzed, wherefore its principles are not at all understood, either as to form or execution. (See 1st inside cover.)

The author's investigation reduces every letter to a geometric form; establishes uniform, "Standard Shaped Letters"; analyzes every letter into its basic geometric parts, or lines; defines every part and every line intelligently and specifically; reduces the lines, curved and straight, to an intelligent system of principles; establishes the correct directionality (slant) in conformity with the principles of movement, vision and geometry; and composes each letter geometrically, part by part.

The investigation of execution determines the five available writing movements; establishes the movement which is naturally especially adapted for handwriting; analyzes the movement into its component finger and wrist actions; establishes the naturally correct direction of each action; formulates *tracing* exercises that correspond with the directions of such actions and with the basic parts of the letters; and exercises the actions first separately and then in combination as they enter into the letters;—such exercises, *if consistently practiced for a sufficient length of time*, will, therefore, confirm correct movement into a life-habit. The work will enable schools to teach handwriting uniformly, correctly and specifically both as to form and execution. (See Testimonials at close.)

4th. *Spelling.* English spelling is too difficult to learn in school, too difficult for after life, and hinders the proper activities of the mind. It is not scientific.

It wastes *one billion dollars* annually, in the time and cost of educating our children.

Reading in after life is too difficult for the masses, and takes twice the time that it should.

It deters many from making useful investigations.

It hinders the proper development of the higher powers of the mind. And

It unfits English to *survive* as the world language.

The ē-sound, for example, is represented in in mete by *e*, in meet by *ee*, in meat by *ea*, in Caesar by *ae*, in machine by *i*, in believe by *ie*, in receipt by *ei*, in people by *eo*, in Phoebe by *oe*, in key by *ey*, etc., so that 15 vowel sounds are now represented in some 130 different ways, sometimes by one, and sometimes by two, by three, and even by four letters; and, inversely, 5 vowel letters represent some 50 vowel sounds, and 21 consonant letters represent some 98 consonant sounds. This confusion—this unsystematic multiple and cross-representation, and double and silent letters—*compels* children, in learning to spell, to commit the spelling of almost every word to memory; and no one learns to spell perfectly, few learn to spell well, and the masses never learn to spell respectably.

To *remember* well one must, *at the time*, make a well-developed mental image of the object, and to *know* the object well one must, *at the time*, analyze it, as, for example, whether the horse is large, stylish, in harness or to saddle, etc.; but these require to *concentrate* the attention in the mental act, and that cannot be done if one, *at the time*, has to divert his attention to ransacking his memory for the spelling or the pronunciation of the word. The imaginative and analytic powers of the mind are, therefore, not properly exercised in our present spelling, and that hinders the development of the English mind.

The spoken word consists of sounds and the printed (and written) word of letters; therefore, to

represent the spoken word properly by letters, every sound must be represented by its own *invariable* letter. Then the invariable reciprocal correspondence between sound and letter will automatically make the sound suggest its own letter and the letter its own sound, so that the spoken word will be self-spelling and the literal word self-pronouncing. We shall then read and write *words* with the same facility and with the same immediacy of knowledge of their correctness as we now read and write Arabic *numbers*. Consider *all* that that means to education and in after life!

As in the universal alphabet every sound has its own invariable letter, the universal alphabet is the natural solution for the simplification of English spelling. And the transition needs no forced propaganda; for as the 43 speech sounds and the complete alphabet will have to be taught anyway, this together with placing upon the market children's books like Mother Goose, Grimm's Fairy Tales, Old English Folk Stories, Robinson Crusoe etc., printed in the new text, and with dictionaries in their keys to the pronunciation exemplifying the sounds uniformly by the letters of the universal alphabet, will so prepare the way that the next generation can *advantageously and easily* make the transition. But as it takes two generations to make the change, this generation owes it to posterity and to the English language so as to fit it for the world language, to take the initiatory steps.

As the author has devoted 20 years of the best part of his life to the investigation, he will spend the rest of his life, if necessary, to introduce the discoveries in the schools throughout the country; but as this is of public interest three things occur to the author which should be considered:

1st. That the introduction of some of these things could be aided by or may, possibly, *require* a governmental indorsement or promulgation.

2d. That as the United States are a *unit*, it might further the cause of education for the *government* to adapt these elementary works uniformly to the different grades, to print the different books, and to furnish them free to all the states, so as to give to our country, as near as possible a free, a uniform, and an efficient National Education system.

3d. That as the United States is now in the world's *lime-light*, and as there can hardly again be such a simultaneous contribution to the world's elementary education, would it not be opportune for our *government* to promulgate the discoveries throughout the world? Would this not reflect upon our country the credit of having given to the world its Complete Alphabet, its Scientific Hand-writing, its Standard of Pronunciation, and its Ultimate Perfect Spelling, and of having thereby brought the world's great educational system abreast with the advancement of science? The world *needs* scientific elementary education.

However, it is for the educational and governmental authorities to consider these things in the interest of the public.

CHAS. T. LUTHY.

LUTHY'S SCIENTIFIC ELEMENTARY EDUCATION

Scientific Handwriting. The system consists of 12 Movement Cards (24 *tracing* exercises), 10 Copy Books, and a Manual on Form and Execution. Before beginning with a pen, the child is taught *successively*, position, how to hold a stylus, and movement; and every detail of each is so clearly and so specifically explainable by the teacher that the child can understand it and will know *precisely* what to do. In a few lessons the child will *automatically* seat itself correctly, and in a few more will hold the stylus correctly. Then with the card properly placed, the child *traces* Exercise No. 1 which is simply a $22\frac{1}{2}$ degree downslant line—the *fixed* direction of the finger action, and the *correct slant*. Exercise No. 2 is a lateral curve corresponding with the direction of the wrist action; Exercises 3 to 12 combine the two actions *generally*, and 13 to 24 specially as they combine in the different classes of letters. All this movement exercising is done with a stylus, with no pen point to distract the child's attention; and *so far the whole school is drilled in unison*. As the child is now used to seating itself correctly, to holding the stylus correctly, and to the lift, or swing, in correct movement, it goes to the copy books and learns to use the pen in imitating movement and geometrically correct letters; this impresses "Standard Shaped Letters" upon the child's mind, and continued practice on the 24 tracing exercises, for say 30 minutes daily, will confirm correct movement into a life-habit. The cards are suitable for all the grades and are good exercises to loosen up the movement when one has become "rusty." The Manual explains both form and execution fully. The Movement Cards should be part of the necessary equipment of every school.

om. Testimonials follow. (Compare the foregoing with the present teaching of handwriting.)

The Human Speech Sounds. Our schools should teach a correct and uniform pronunciation of the language so as to make of our diverse population a homogeneous people. The child while young—while its organs of speech are pliable—should learn to pronounce the sounds correctly by so inflecting them in their several classes, kinds, and forms as to bring out their distinctions in intelligent and vivid contrast. The work treats the subject fully.

The Universal Alphabet consists of 45 letters,—one for every speech sound in the human voice—and is the complete, up-to-date alphabet. It gives to schools scientific, phonetic letters to represent the sounds for inflectional purposes, and to simplify learning to read our present text; and it gives to exicography a *uniform* and complete system of symbols to exemplify the pronunciation.

The Simplification of English Spelling cannot be accomplished by forcing upon the public an arbitrary, ill-digested propaganda; the change must work itself out *naturally*. The learning to spell and to read, and their subsequent, life-long use, must be reduced to the greatest possible simplicity and brevity, and that is only possible in the rendering of the universal alphabet. Its use should, therefore, be gradually extended so as to prepare the way for the transition by the next generation.

The book on handwriting and that on the speech sounds are suitable for the higher grades and are indispensable to the teacher, as one cannot teach correctly what he does not understand. The works can be further adapted as may be necessary.

As the author employs no traveling salesmen or solicitors but puts the matter up squarely to the school authorities *by mail*, if they want their schools to get the benefit of the discoveries they must have the way to get the works into their schools.

CHAS. T. LUTHY.

LUTHY'S SCIENTIFIC HANDWRITING

The World's Standard for Schools
Specific in Every Detail—Correct for All Time

TESTIMONIALS

From Horace G. Healey, Editor Penman's Art Journal, long the leading authority on penmanship but whose publication has been discontinued:—

"Mr. Chas. T. Luthy has analyzed the art of handwriting according to movemental, visual and geometric principles. As the letters are made by hand they are movemental, as they are perceived by the sight they are visual and as they are regular forms they are geometric; but what these principles are and how they apply he seems to be the first to discover.

"As the circle and square have evolved as simple geometric forms, so he shows that the basic part of the letters have evolved as movemental, visual and geometric composites, or chirographic forms and, as such, must endure as long as man writes. He has reduced the letters to exact geometric form and execution to correspond. He explains and defines every letter, every part and every line together with movement, position and how to hold the pen, intelligently and specifically, so that every teacher and every scholar can understand them and all can learn them naturally and alike. The work is a revelation and must give to the world the correct handwriting for all time."

From the late Dr. A. S. Draper, President, University of Illinois, and afterwards Commissioner of Education of the State of New York:—

"I have examined with constantly growing interest, your work upon the Roman Script letters. The labor which you have put into this work is evidently prodigious, and is characterized by a thorough knowledge of principles. You have reduced all of the letters of the alphabet to script forms in exact compliance with geometric principles. I have never known this to be attempted before, but you have evidently done it with completeness. In other words, you seem to have reduced penmanship to an exact science and raised it to the plane of intelligent study. In doing all this I cannot but feel that you have rendered a great service to education, and I trust that your work will be widely extended."

From an Ex-President of the National Education Association, and at one time a teacher of penmanship:—

"After seven years of careful investigation, Mr. Chas. T. Luthy has analyzed the Roman script letters in conformity with movemental, visual, and geometric principles. He has reduced the art of penmanship to a science, established its basic principles, and elevated the method of acquiring it to the dignity of an intelligent study. The work during these seven years has been one of original investigation and the results are wonderful. Henceforth this work must be the authority in writing as the dictionary is for spelling."

From Geo. U. Rose, Jr., Chief of Engraving Division, Bureau of Engraving:—

“The work shows that its author has discovered new scientific principles of handwriting. These principles apply whether the writing is slant, vertical, or backhand.

“The work reduces each of the fifty-two letters, capital and small, to a geometric form, resolves such forms into their basic parts, or lines, and reduces the lines to an intelligent system of principles.

“In the investigation of execution, the work resolves the composite movements into their component factors, the actions of the fingers, hand, arm, etc., it traces the cause for the slant to natural unilinear action, that is alike in all persons and thereby establishes the natural slant or direction for handwriting. The work then formulates movemental exercises that correspond, in direction and form, with those described by the naturally correct actions and with the basic parts of the letters. Consistent practice on such exercises should therefore confirm correct movement into a life-habit.

“This work explains and defines every letter, every part, and every line, together with position, how to hold the pen, and movement, specifically and intelligently, so that the promulgation of the work will enable schools to teach handwriting correctly and universally alike.”

As the author was used to hard problems the investigation suited him and he made it. The results are set forth in four pamphlets—one on each subject.

The author believes that a survey of the situation will show: (1) that in the whole field of elementary education, only three things compare with either of the four solutions, viz., the ten-fold ratio of numbers—discovered in primitive times,—the introduction of letters and the introduction of Arabic figures; and (2) that the promulgation of the works will enable schools all over the world to teach reading, writing, spelling and pronunciation to a possible present perfection of 75 to 90 per cent, instead of 20 to 40 per cent as now. The author, therefore, submits the simultaneous solutions of the four problems, as the greatest single contribution to the cause of elementary education in the history of the world.

As the author has devoted twenty years of the best part of his life to the work, he hopes that its benefits to mankind may be commensurate with his personal sacrifice.

The Luthy Educational Publications.

Scientific Handwriting:

The Set of 12 Movement Cards	\$.75
The Series of 10 Copy Books	1.50
The Manual on Form and Execution	3.00
The Human Speech Sounds	2.00
The Universal Alphabet	2.00

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"Scientific Handwriting"

"The Human Speech Sounds"

"The Universal Alphabet," and

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"This must revolutionize the teaching of reading writing, spelling and of the speech sounds."

(The late J. M. Greenwood, Sup't. of the Kansas City Schools.)